



**THE CORRELATION BETWEEN VOCABULARY MASTERY
AND WRITING ABILITY OF THE ELEVENTH GRADE
STUDENTS OF MA LABORATORIUM UINSU**

A SKRIPSI

*Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic University of
North Sumatera Medan as a Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan*

By:

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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN

2019



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Assalamualaikum Wr.Wb

Setelah membaca, meneliti, dan memberikan saran-saran perbaikan seperlunya terhadap skripsi mahasiswi :

Nama : Aulia Rizki Dwi Utari

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Jur / Prodi : Pendidikan Bahasa Inggris

Judul : “The Correlation Between Vocabulary Mastery and Writing Ability of the Eleventh Grade Students of MA Laboratorium UIN SU”

Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN SU Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

Wassalam,

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PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini :

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

Medan, September 2019

Yang Membuat Pernyataan

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ABSTRACT

Aulia Rizki Dwi Utari. 34154137. The Correlation Between Writing Ability and Vocabulary Mastery of the Eleventh Grade Students of MA Laboratorium UIN SU. A Skripsi. Department of English Education. Faculty of Tarbiyah and Teachers Training. State Islamic University of North Sumatera. 2019.

Keywords: Vocabulary Mastery, Writing Ability

The purpose of this research is to find out the correlation between vocabulary mastery and students' writing ability. This study applies total population sampling technique where the population is all of the eleventh grade students of MA Laboratorium UIN SU and the sample are 30 students. The data are collected by administering vocabulary mastery test and writing ability test. The data are analyzed by using Pearson Product Moment to investigate the correlation between both variables.

The result shows that the coefficient between variable X and variable Y is $r_{xy} = 0.514$. The criteria of correlation between two variables among 0.400—0.600 shows a fair correlation. The significant level at 5% is $r_{table} = 0.361$, $r_{xy} > r_{table}$ ($0.514 > 0.361$). The significant level at 1 % is $r_{table} = 0.463$, $r_{xy} > r_{table}$ ($0.514 > 0.463$). The result of the analyses shows that there is a significant correlation between vocabulary mastery and students' writing ability of Eleventh grade student of MA Laboratorium UIN SU. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

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This “Skripsi” is presented to English Education Department, Faculty of Tarbiyah and Teachers’ Training State Islamic University of North Sumatera Utara as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan.

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Finally, the writer realizes that this proposal is still far from being perfect. Therefore, constructive suggestion is needed for the progress of the next study. The writer hopes that this research will give an important contribution to the Department of English Education. May God always bless us and lead us in His right path. Aamiin.

Medan, October 2019

The Writer

Aulia Rizki Dwi Utari

34. 15. 4. 137

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS.....	iv
LIST OF TABLE	vi
LIST OF FIGURE	vii
LIST OF APPENDICES	viii
CHAPTER I INTRODUCTION.....	1
A. The Background of the Problem	1
B. The Identification of the Problem	3
C. The Limitation of the Problem.....	4
D. The Formulation of the Problem	4
E. The Objectives of the Study	4
F. The Significance of the Study	4
CHAPTER II LITERATURE REVIEW	6
A. Theoretical Framework	6
1. Writing Ability	6
2. Vocabulary Mastery	11
B. Related Studies.....	14
C. Conceptual Framework	16
D. Theoretical Hypotheses	17
CHAPTER III RESEARCH METHODOLOGY	18
A. Time and Place of the Study	18
B. Population and Sample	18
C. Research Method	18
D. Research Instrument.....	19
E. The Technique of Data Analysis.....	21
F. Statistical Hypotheses	22
CHAPTER IV RESEARCH FINDING AND DISCUSSION	23
A. Data Description	23
1. The Students' Vocabulary Mastery.....	24
2. The Students' Writing Ability.....	25

B. Analysis Requirement Testing	26
1. Normality Testing	26
2. Homogeneity Testing.....	28
C. Hypothesis Testing.....	28
D. Discussion	29
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	32
A. CONCLUSION	53
B. SUGGESTIONS	53
REFERENCES	34
APPENDICES	37

LIST OF TABLE

Table	Title	Page
3. 1	Specification of Test Items of Writing Ability	19
3. 2	Specification of Test Items of Vocabulary Mastery	20
4. 1	Research Data	23
4. 2	Frequency Distribution of Writing Ability	24
4. 3	Frequency Distribution of Vocabulary Mastery	25
4. 4	The Result of Normality Test	27
4. 5	The Result of Homogeneity Test.....	28
4. 6	The Result of the Correlation Between Vocabulary Mastery and Writing Ability	29

LIST OF FIGURES

Figure 4.1	The Result of Vocabulary Mastery	25
Figure 4.2	The Result of Writing Ability.....	26

LIST OF APPENDICES

APPENDIX	Title	Page
1	Vocabulary Mastery Test	37
2	Key Answer for the Test	40
3	Writing Ability Test	41
4	Table of r Score Interpretation	43
5	The Score of Vocabulary Mastery	44
6	The Score of Writing Ability	46
7	Frequency Distribution of the Student' Writing Ability Ability	48
8	Frequency Distribution of the Student' Vocabulary Mastery	50
9	Normality Testing of Vocabulary Mastery	53
10	Normality Testing of Writing Ability	55
11	Homogeneity Testing	58
12	The Correlation Between Vocabulary Mastery and Writing Ability	59
13	Table of the Score of r Table Product Moment.....	62
14	The Critical Value Liliefors Test Table	64
15	Documentation	65

CHAPTER I

INTRODUCTION

A. The Background of the Problem

The objective of teaching English writing for Eleventh Grade of Senior High School in curriculum 2013 that the students are expected to develop the students' potential to have communicative competence in personal, transactional, and functional text using a variety of spoken and written English text. Based on Pedoman Umum Pembelajaran Bahasa Inggris di SMA:

Menulis: Mengungkapkan berbagai makna (interpersonal, ideasional, tekstual) dalam teks lisan interaksional dan monolog terutama yang berbentuk naratif, spoof/recount, prosedur, report, news item, anecdote, eksposisi, explanation, discussion, commentary, review dan deskriptif¹. (Writing is to express various meaning (textually, ideationally and interpersonally) in a variety of text interactional and monologue, primarily in the form of narrative, spoof/ recount, procedures, report, news items, anecdote, exposition, explanation, discussion, commentary, reviews, and descriptive)¹.

The low ability of writing is caused by many factors: strategy, media, teacher, technique, audience, motivation, experience, concept, interest, including vocabulary mastery.

Vocabulary mastery is one of the factors that can influence the writing ability because the low mastery of vocabulary cause errors in writing, difficult to express the idea, difficult to choose the diction.

Mastery of vocabulary is the most basic thing that must be controlled by students in learning English. Vocabulary is one of the important things in learning

¹Pedoman Umum Pembelajaran Bahasa Inggris di SMA
(<https://www.bing.com/translator>)

foreign language, and also in English. All language have words, by having adequate vocabulary, one will be able to communicate to other people and express idea clearly and easily².

Vocabulary is one of the most obvious components of language and one of the first things applied linguistic turned their attention to³. It is going to help the learner in learning English well. The more vocabulary is possessed the easier they develop their four language skills.

Based on my observation, the objective of teaching writing is not achieved yet because the students have some problems in learning writing and especially how to write as well as possible when the students try to describe the features completely. Even though the students have memorized of the vocabulary, they have ever heard and seen what the picture, things, animal, but they have not many vocabularies to master and also they are still confused for what they write.

They make mistake in writing the vocabulary. For example, they wrote “ourself” instead of “ourselves” and “diner” instead of “dinner”. From this observation we know that they have low ability of writing and vocabulary mastery. Although the words have a little differences, it will be meaningless if the words are wrong. So, we should enrich our knowledge in learning English.

Writing is one of the skills in the English language that is learnt by students in the school, while the vocabulary is supporting components. Thus, the writer tried to connect both of them. The writer also wanted to determine the level

² Scott Thornbury, *How to Teach Vocabulary*, (Longman: Person Education Limited, 2002), p.1

³ J. A. Ricards, *Curriculum Development in Language Teaching*. (UK: Cambridge University Press, 2002), p.4 .

of students' ability to learn the vocabulary and writing. Then the writer searched the relationship between the both.

Based on the explanation above, the writer is interested to conduct a research with a title **“The Correlation Between Writing Ability and Vocabulary Mastery of the Eleventh Grade Students of MA Laboratorium UINSU Medan”**.

B. The Identification of the Problem

Based on the background above, there are many factors that can influence the students' ability in writing: strategy, media, teacher, technique, audience, motivation, experience including vocabulary mastery. The vocabulary mastery gives an effect to the students writing since the vocabulary and writing correlated each other.

The problems related to teachers: is there any correlation between teachers' technique and vocabulary mastery? is there any correlation between teachers' media and vocabulary mastery? is there any correlation between teachers' technique and vocabulary mastery?

The problems related to students, among other: is there any correlation between students' motivation and writing ability? is there any correlation between students' experience and writing ability? is there any correlation between listening and writing ability? is there any correlation between reading and writing ability? is there any correlation between speaking and writing ability? is there any correlation between vocabulary mastery and writing ability?

From explanation above, many problems that can be identified related to the students' writing ability, that's why the researcher would like to limit.

C. The Limitation of the Problem

Based on the identification of the problem, the researcher would like to limit only on the correlation between vocabulary mastery and writing ability of the Eleventh Grade students.

D. The Formulation of the Problem

Based on the limitation of the problem above, the formulation of the problem is: Is there any correlation between vocabulary mastery and writing ability of the Eleventh Grade students of MA Laboratorium UINSU Medan?

E. The Objective of the Study

The objective of this study is to investigate the correlation between vocabulary mastery and writing ability of the Eleventh Grade students of Senior High School.

F. The Significance of the Study

The result of this study is expected to give some significance not only theoretical significance but also practical significance. Both significance go to:

1. Theoretical Significance

The researcher hopes that the result of this research can enrich the theories of writing.

2. Practical Significance

a. For the Students

The result of this study will provide students, particularly the students in the Eleventh Grade of MA Laboratorium, more understanding about writing ability and vocabulary mastery.

b. For the English Teachers

The result of this study will provide English teachers, especially the English teachers of MA Laboratorium, a reflection of their achievement of the teaching and learning process of writing ability and it will prompt the English teachers the alternative instruction that will be able to increase and improve students' writing ability and their vocabulary mastery.

c. For the Other Researchers

The result of this study will be useful as a recommendation for other researchers who will conduct any further studies in the same field.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Writing Ability

Ability is quality of being able to perform, a quality that permits or facilitates achievement or accomplishment. Ability also means a natural or acquired skill or talent. Manser⁴, ability is power or capacity to do or act physically, mentally, legally, morally and financially. Ability is the power to do something that can be differed from aptitude and capacity⁵. It is also synonym of expertness and talent.

Ability is a general term used to refer to any characteristics of a person who makes it possible for him or her to carry out some short activities successfully, ability is defined as skill of power, and it's important because writing is one of important ways to deliver information through a language mastered by both the writer and the reader. We can say that skill of putting together what you think or want to say using words by writing is a writing ability, and writing ability is an important part of communication by written⁶.

Writing is different from talking or speaking; in this case, comparing with speaking, writing is considered as an activity which is less spontaneous and more permanent as well as there is a limited or fewer resources to support the

⁴ Martin H. Manser. *Oxford Learners Pocket Dictionary*. (China: Oxford University, 2008), p.3

⁵ Chaplin as cited in Bambang Febry, *Students' Ability in Using Subject-Verb Agreement in Writing Simple Descriptive Paragraphs at The Second Year of SMA Negeri 2 Singingi, Kuantan Singingi*. (Riau: UIN SUSKA RIAU, 2007), p. 4

⁶ H. Douglas Brown, *Teaching by Principle : an interactive approach to language pedagogy*, (New Jersey: Person Education, 2001), p. 263

communication because the writers and the audience cannot meet directly so that the resources may not be adapted as the writing activity is on-going process, hence these conditions lead to the conventions of writing less flexible and the language used tends to be standardized⁷.

Writing is also an action process of discovering and organizing the ideas, putting them on paper, and reshaping them. Writing is much like speaking, because it is a way to discover and communicate the ideas. However, unlike speaking the people get the information from oral communication but in writing through a paper⁸. In holy qur'an it also state the existance of writing in Al- qur'an that is surah Al- alaq: 4 – 5.

الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

“Who has taught (the writing) by the pen”, “He has taught man that which he knew not.” (Al- Alaq: 4 - 5)⁹.

Based on those verse, Allah SWT explained that He taught human by pen, it means that pen is used to write. People learn about who they are known not, and then write what they have learned, and increase their knowledge and vocabulary that can be easier for them to practice in writing, by writing they are able to memorize what they have learned.

⁷ Geoffrey Broughton et al., *Teaching English as a Foreign Language Second Edition*, (New York: Routledge, 2003), p. 116

⁸ Alan mayers, *Gateway to Academic Writing*, (New York: Pearson Education, Inc, 2005), p.3

⁹ Muhammad Taqi-ud-din Al-hilali and Muhammad Muhsin Khan, *Translation Of The Means Of The Noble Qur'an In The English Language*, (Madinah: King Fadh Complex For The Printing Of The Holy Qur'an), p. 842

According to Oshima and Hogue, writing, particularly academic writing, is not easy. It takes study and practice to develop this skill. For both native speakers and new learners of English, it is important to note that writing is a process, not a "product." According to Oshima and Hogue, claims that the process of writing has roughly four steps: (a) Prewriting (b) Organizing (c) Draft (d) Revising and Editing.

Prewriting is a way to get some ideas. In this step, you choose a topic and collect ideas to explain the topic.

Organizing means the ideas into a simple outline. The writer writes a sentence that named the topic and tell the main idea. Below the first sentence, he lists the two main ideas and any other words and phrases from the list that give more information about the main ideas.

This step is writing a rough draft. The writer should use the outline as a guidance. Then, he writes rough draft as quickly as he can without stopping to think about grammar, spelling, or punctuation. Just getting the more ideas down on the paper. It is probably going to see many errors in the rough draft. This is perfectly usual and acceptable after all. This is just a rough draft. It is able to fix the errors later.

Revising and Editing, there are two steps in editing: 1. Revision, means that revising the own written piece is easy to understand and fun to read. It is able to cut words, sentences, or even paragraphs. It is also able to add others. Sometimes, it needs to rearrange sentences and paragraphs. Sometimes, it needs to rewrite sentences and paragraphs. 2. Polishing, means that polishing puts the final

gloss on the work. When polishing, the writer should check the style, spelling, and punctuation. It is able to change any little thing that feel smooth out the writing¹⁰.

According to Harmer, writing is used for a wide variety of purposes it is produced in many different form. The stages of writing following steps: (a) Planning (b) Drafting (c) Editing (reflecting and revising) (d) Final Draft.

In the planning phrase, there are some things that should be considered by writers. They are purpose of writing, *audience* and content structure (or sequence the facts, ideas, or arguments included) of their writing.

It is able to refer to the first version of a piece of writing as a draft. The first 'go' at a text is often done on the assumption that it is going to be amended later. As the writing process proceeds into editing, a number of drafts is able to be produced on the way to the final version.

Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing is going to help the author making an appropriate revision.

The final draft is the last product. This result is able to be very different from the first draft that was made. It happens because it has undergone many changes. But this paper is now ready to be served on the desired audience¹¹.

According to Rumisek and Zemach, writing process goes through several step to produce a good written product. There are some sub-activity to be taken in producing the text. It is more than just putting words together to make sentences. Process writing, when we write, we do more than just put words together to make

¹⁰ Oshima, A., & Hague, A, *Introduction for Academic Writing Third Edition*. (Longman Pearson Education, Inc, 2007), p.16

¹¹ Harmer, *How to Teach Writing*. (Essex: Pearson Education Limited, 2004), pp. 4-5

sentences. Good writers go through several steps to produce a piece of writing. The stages of writing following steps: (a) Pre-writing (b) Drafting (c) Reviewing and Revising and (d) Rewriting

In pre-writing you should Choose a topic. Before you write, your teacher gives you a specific assignment or some ideas of what to write about. If not, choose your topic yourself. After that, gather ideas. When you have a topic, think about what you will write about that topic. Then organise, decide which of the ideas you want to use and where you want to use them. Choose which idea to talk about first, which to talk about next, and which to talk about last.

In drafting, write your paragraph or essay from start to finish. Use your notes about your ideas and organisation.

In reviewing and revising, you should review structure and content. Check what you have written. Read your writing silently to yourself or aloud, perhaps to a friend. Look for place where you can add more information, and check to see if you have any unnecessary information. Ask a classmate to exchange text with you. Your classmate read your text, and you read his or hers. Getting a reader's opinion is a good way to know if your writing is clear and effective. In last step, rewrite, revise structure and content. Use your ideas from step five to rewrite your text, making improvements to the structure and content. You might need to explain something more clearly, or add more details. You may even need to change your organisation so that your text is more logical. Together, steps five and six can be called editing.

In rewriting, the writer should check spelling and grammar and think about the words that have chosen to use, make final corrections. Check that you

have corrected the errors you discovered in steps five and six and make any other changes you want to make¹².

In conclusion, writing ability is a skill of putting together what you think or want to say using words by writing and it is a quality of being able to write in English.

2. Vocabulary Mastery

Mastery is defined as a comprehensive knowledge or skill in a particular subject or activity and mastery is a complete control or the state of having control over something superiority in competition, victory eminent skill or through knowledge¹³. Mastering a word means mastering the aspects of word knowledge¹⁴. Mastery is a complete control or the state of having control over something superiority in competition, victory eminent skill or through knowledge.

According to Crystal, vocabulary is the Everest of language for this reason; a person who wants be able to communicate in certain language has to master the vocabulary of the language for the first time¹⁵. According to Cameron, vocabulary is fundamental to using the foreign language as discourse, since vocabulary is both learnt from participating in discourse and essential to participating in it¹⁶.

¹², D. E. Zemach & L. A. Rumisek, *Academic Writing from Paragraph to Essay*. (Macmillan: Cambridge University Press, 2005), p. 3

¹³ Hornby, A S, *Oxford Advance Learner's Dictionary*. (Oxford: Oxford University Press, 2001), p. 153

¹⁴ Scott Thornbury, *op.cit.*, 2002, p. 5

¹⁵ David Crystal, *The Cambridge Encyclopedia of the English Language*, (New York : Cambridge University Press, 2003), p.116

¹⁶ Lyne Cameron, *Teaching Language to Young Learners*, (New York: Cambridge University Press, 2001), p.75

According to Kamil and Hiebert, vocabulary is the knowledge of the meanings of words. What complicates this definition is the fact that words come in some types of vocabulary: (a) The Productive Vocabulary (b) The Receptive Vocabulary (c) Oral Vocabulary (d) Print Vocabulary.

The productive vocabulary is the words that are familiar or easy to recognize. These are often used by an individual, particularly in writing and speaking.

The receptive vocabulary is the words that are less familiar to students as well as are considered being less to be used. Another word, the students may not use these spontaneously for they may recognize the words' meaning as they are reading and listening.

Oral vocabulary is the set of words which is known the meanings when speaking or reading orally. Print vocabulary consists of those words which the meaning is known when writing or reading silently¹⁷.

According to Rodman, and Hyams, words are an important part of linguistic knowledge and constitute a component of our mental grammar¹⁸. And they classify words in a language in to two terms: (a) Content Word and (b) Function Words.

The content word is the word used to express or describe things such as actions, object, attributes and ideas. It consists of noun, verb, adjective, and adverb.

¹⁷ E. H. Hiebert,, and M. L. Kamil, *Teaching and Learning vocabulary*. (New Jersey: Lawrence Erlbaum Associate, Inc, 2005), p. 3

¹⁸ Fromkin, Victoria, Robert Rodman, and Nina Hyams. *An Introduction to Language Seventh Edition*. (USA: Thomson Wadsworth, 2003), p. 69

The function word is a word that does not have clear concepts or meaning related to the word and it is only used in terms of grammatical function. It consists of preposition, article, and pronoun¹⁹.

According to Armbruster, Lehr and Osborn state that Vocabulary refers to the words we must know to communicate effectively²⁰. Armbruster, Lehr and Osborn, classified vocabulary into four types: (a) Listening Vocabulary (b) Speaking Vocabulary (c) Reading Vocabulary and (d) Writing Vocabulary.

Listening vocabulary is all the words can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

Speaking vocabulary is all the words due to the spontaneous nature of the speaking vocabulary, words often misused. This misused though slight and intentional may be compensated by facial expressions, tone and voice, or hand gestures.

Reading vocabulary is all the words can recognize when reading, this is the type of vocabulary simply because it includes the other three.

Writing vocabulary is all the words can employ in writing, contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

In conclusion, vocabulary mastery is an ability to combine skill and knowledge of words to express meaning, one of the language aspects should be learnt by students or language learners.

¹⁹*Ibid.* p. 74

²⁰ Armbruster, B., Lehr and Osborn J, *Put Reading First: the research building blocks for teaching children to read*, (US: The Partnership for Reading, 2001), p. 29

B. Related Studies

Mahmudah²¹, conducted a research about “The Correlation Between Students’ Writing Ability And Their Vocabulary Mastery”, by using method correlational, there is the a significant correlation between vocabulary mastery and writing ability, it’s proven by the score from writing test is 60,00 and vocabulary mastery test is 61,00. That score from 28 students of eighth grade in SMP Handayani Sungguminasa Gowa. The writing test by using rewriting of the story in film, and vocabulary mastery test by using question based on the vocabulary that they got from the film. Rxy correlation is 0,696 and the value of r table is 0,413. Which is $0,696 > 0,413$. Since the two variables correlates significantly, the position of their significant is substantial which lies between 0,600-0,800. It shows that the students’ writing ability (in terms of rewriting of the story in film) can increase or has effect of their vocabulary.

Hasan and Subekti ²², did a research about “The Correlation Between Vocabulary Mastery And Writing Skill of Secondary School Students”, by using correlational as the method, there is a significant correlation between vocabulary mastery and writing ability, that the score of vocabulary mastery among the seventh grade students of SMPN 3 Bantul Yogyakarta was high, It’s proven by the writing test of the seventh grade in that school is 63,79 and their vocabulary test is 67,12. That score from 56 students but 2 students didn’t join one test. The test of writing by using essay test in bahasa and they ask to translate it into English, vocabulary masteru test by using 40 item of multiple choice. From the

²¹ Dzur Rif’ ah Mahmudah. 2014. The Correlation Between Students’ Writing Ability And Their Vocabulary Mastery. *Exposure Journal*, Vol.3 No.2: 192-204.

²² Bagus Subekti, Nanang and Hasan. 2017. The Correlation between Vocabulary Mastery and Writing Skill of Secondary School Students. *Journal of English Language and Language Teaching (JELLT)*, Vol.1, No.2: 55-60.

result of correlation coefficient, there was a correlation between vocabulary mastery and writing ability. The positive correlation means that if students can descriptive text well, they will be good in writing descriptive text. Rxy correlation is 0,344 and the value of r table is 0,013. which is $0,344 > 0,013$. It can be said that vocabulary one of the most important aspects in learning writing.

Azizah²³, conducted a research about “The Correlation Between Students’ Vocabulary Mastery and Their Writing Ability In Descriptive Text (A Study For The Seventh Grade Students of SMP Islam Sudirman 1 Bancak Semarang District In The Academic Year 2016 / 2017” by using correlational as a method, there is a significant correlation between vocabulary mastery and students’ writing ability, it’s proven by the score that they got in their test. Writing test is 63 and vocabulary test is 68. The score from 26 students, the writer gave 50 items multiple choice for vocabulary mastery test and for writing test the writer ask them to write a short descriptive text. Rxy correlation is 0,563 and the value of r table is 0,515. Which is $0,563 > 0,515$. It shown from the score that they got from the test of writing and the test of vocabulary mastery. concludes that the high and the low writing ability correlate with the high and the low of English vocabulary mastery.

²³ Yuyun Azizah, *The Correlation Between Students’ Vocabulary Mastery and Their Writing Ability in Descriptive Text (A Study For The Seventh Grade Students of SMP Islam Sudirman 1 Bancak Semarang District in the Academic Year 2016 / 2017*. (Salatiga: State Institute for Islamic Studies (Iain) Salatiga, 2017)

C. Conceptual Framework

Based on the theoretical framework, it can be stated that vocabulary mastery has a positive correlation with the students' writing ability because in writing they are difficult to express the idea, difficult to choose the diction and difficult to remember the words. Vocabulary is the word that somebody knows or learns, that should be mastered by students in learning English. And the ability to write for student is to know how they use words to convey their message or idea effectively. As we know that writing is one of ways to express our feeling and idea by using short story, poetry, poems, and other kinds of writing text. The students can express their idea into paragraph, kinds of text, writing letter and other form of writing.

Writing will be understandable if they have good store of word and have a good command of using them appropriately²⁴. Yonex state, by mastering vocabulary can make the good ability in writing. Writing which contains many vocabularies has been consistently viewed of better quality than writing with less vocabulary²⁵. Increasing the vocabulary mastery, also called building, is generally considered to be an important part of foreign language teaching. Therefore, the teacher must help students to increase their vocabulary, for instance through writing activity.

From the explanation above we know that, if the students just mastery little words or vocabularies, he or she will face the obstacle to choose words and explore his or her ideas towards written form. It means that there is a necessary

²⁴ Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press, 1983), p.85

²⁵ Lisa Marie Yonex, *The Effect of Rich Vocabulary Instruction on Students' Expository Writing*, (Pittsburgh: University of Pittsburgh, 2008), p.25

connection between English vocabulary mastery and students' writing ability. Through vocabulary mastery the writing ability can be developed. On the contrary, the mastery of vocabulary can help the writer to explore the ideas towards written for.

D. Theoretical Hypotheses

Based on the theories discussed above, it can be proposed theoretical hypotheses that if the students have poor vocabulary mastery, they may not be able to write in English text well, and if the students have good vocabulary mastery, they may be able to write in English text well.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Study

This research will be conducted at the school of Madrasah Aliyah Laboratorium UINSU in August.

B. Population and Sample

According to Arikunto²⁶ population is all of research subject. Kothari²⁷ population is the total of items about which information is desired. The population and sample of this research was all IPS students of the Eleventh Grade at Madrasah Aliyah Laboratorium UINSU Medan. The number of population and sample of this research is 30 students. In this research, the researcher used total population sampling technique.

C. Research Method

This research is correlational. The main purpose of the research is to find out the correlation of two variables. Dependent variable is writing ability which is symbolized by Y and vocabulary mastery which is symbolized by X is as independent variable, and. The correlational research methods is used to assess relationship and patterns of relationship among variable in a single group of

²⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Rineka Cipta, Jakarta, 2010), p.130

²⁷ C.R Kothari, *Research Methodology: Methods and Techniques*, (Bangalore: New Age, 2004),p.153

subject²⁸. To know about the correlation between vocabulary mastery and writing ability of the Eleventh Grade students of Madrasah Aliyah Laboratorium the researcher was used this design as a research method.

D. Research Instrument

Instrument is a tool to gain the data in the research, in this research the researcher used test as instrument to collect the data, there are two kinds of the test that the resercher applied to collect the data:

1. Writing Test

a. Conceptual Definition

Writing ability is a skill of putting together what you think or want to say using words by writing and it is a quality of being able to write in English.

b. Operational Definition

The students' writing ability is the score of the students after doing the writing test. For writing ability the writer use writing descriptive text as the test, in this case the students need to write the generic stucture of descriptive text: identification and description.

c. Specification

Table 3.1

Specification of Test Items Writing test

Indicator	Language Skill & Component	Items of Test	Types of Test	Descriptions test items

²⁸ Donal Ari et al, *Introduction to Research in Education*. (Wadsworth: Belmont, 2010), p. 129

The students are able to write the descriptive text accurately, fluently Acceptable. Based on the generic structure of descriptive text.	Writing	There are two topics: my friend and my pet.	Essay	Choose the topic and description about the topic based on your language
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2. Vocabulary Test

a. Conceptual Definition

vocabulary mastery is an ability to combine skill and knowledge of words to express meaning, one of the language aspects should be learnt by students or language learners.

b. Operational Definition

The students' vocabulary is the score of the students after doing the vocabulary test.

c. Specification

Table 3.2

Specification of Test Items of Vocabulary Test

Vocabulary	Item Test	Types of Test	Description of Test
a. Verb	25 Items	Multiple choice	12, 15, 16, 20, 21, 22, 23
b. Preposition			7, 8, 9, 13, 19, 24
c. Adjective			1, 2, 3, 4, 5, 6, 18

d. noun			10, 11, 14, 17, 25
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d. Calibration

(1) Validity

Validity is a term that describes the ability of an instrument to measure what you want measured. Validity means talking about the validity of a measuring vocabulary test as the instrument to get the data.

(2) Reliability

Reliability is concerned with consistency of vocabulary scores if the instruments used repeatedly for different subjects or different times. The good instrument in a study was not only the instrument valid but also reliable to measure what suppose to be measure.

E. The Technique of Data Analysis

For analyzing the data, the researcher uses product moment correlation coefficients²⁹. To find out the correlation between writing ability and vocabulary mastery of the Eleventh grade students of Madrasah Aliyah Laboratorium UINSU Medan, the researcher uses following formula:

$$r_{xy} = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2] [N \sum Y^2 - (\sum Y)^2]}}$$

Notes:

²⁹ Hartono, *Statistik Untuk Penelitian*, (Yogyakarta: Pustaka Pelajar 2010), p. 84

r_{xy} : Correlation coefficient

N : The total of sample participating in this study

\sum_{xy} : The total score of students' vocabulary mastery

\sum_y : The total score of students' writing ability

\sum_x : The total of multiple score of students' vocabulary mastery and their writing ability

$\sum x^2$: The total of square score of students' vocabulary mastery

$\sum y^2$: The total of square score of students' writing ability

The data was analyzed through some steps as follows:

- a. Determining the scores of N , $\sum x$, $\sum y$, $\sum xy$, $\sum x^2$, and $\sum y^2$;
- b. Determining and calculating the scores of r_{xy} using Product moment correlation formula;
- c. Interpreting the scores of r table can be see in appendix 4, p. 43.

This technique used to analyze the vocabulary mastery and writing ability of the Eleventh grade students of MA Laboratorium UINSU Medan. These techniques classify the students into three criteria.

F. Statistical Hypotheses

The statistical hypotheses of this study are symbolized into:

H_o : $\rho = 0$ or if $r_{xy} < r_t$, H_o is accepted, and H_a is rejected.

H_a : $\rho \neq 0$ or if $r_{xy} > r_t$, H_a is accepted, and H_o is rejected;

The statistical hypotheses above may be explained as follows:

(H₀) : there is no any significant relationship between students' vocabulary mastery and their writing descriptive text ability (Null hypothesis).

(H_a) : there is any significant relationship between students' vocabulary mastery and their writing descriptive text ability (Alternative hypothesis).

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Data Description

The data describe the necessary information of the research that had been collected. To get the data, the writer used the test techniques towards the Eleventh grade students of MA Laboratorium UINSU Medan. The writer took the score of 30 students as a participant.

The writer had been collecting data by conducting two tests. Those were the vocabulary mastery test as objective test and written test of descriptive text as subjective text.

The total number of English vocabulary item was 25 items. Every score item was 4 score. The total score of English vocabulary test was 100 score. From the explanation above, it is able to be accumulated that the total scores of English vocabulary mastery: 25 items x 4 score = 100 score.

For the writing ability test to accumulate the score can be seen in appendix 3, p. 41. After doing the test of vocabulary mastery and writing ability then obtained the following data:

Table 4.1
Research Data

Correlation	Mean	Variant	St. Deviation	N
Vocabulary Mastery	75.86667	42.4644	6.5165	30

Writing Ability	74.5	32.2126	5.6553	30
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1. The Students' Vocabulary Mastery

From the data (see appendix 5, p. 44) the writer concludes that the lowest score in vocabulary mastery test is 64 and the highest is 92 . The result of vocabulary test as variable X. Furthermore, the total scores for the Eleventh grade students in MA Laboratorium UINSU Medan in terms of vocabulary test is 2276, mean is 75.86667, variant is 42.4644, and standard deviation is 6.5165 (see appendix 7, p. 48).

Then with the Sturges method, the distribution of data can be seen in the table below:

Table 4.2

Frequency Distribution of Vocabulary Mastery

No.	Score Interval	F _a	F _r	F.kum
1	64-69	4	13.3	4
2	70-75	8	26.7	12
3	76-81	14	46.7	26
4	82-87	1	3.3	27
5	88-93	3	10	30
6	94-99	0	0	30
		30	100	

From the table above shown that 12 students (40%) got the score below average, 11 students (36.7%) got the score in average, and 7 students (23.3%) got above average. Then the histogram of frequency distribution can be seen below:

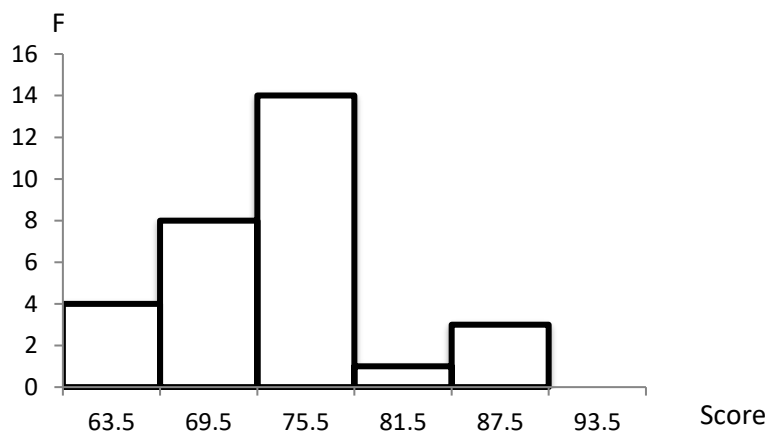


Figure 1

Result of the Vocabulary Test

2. The Students' Writing Ability

From the data (see appendix 6, p. 46) the writer concluded that the minimum score in written test of descriptive text is 65 and the highest is 83. The result of this written test of descriptive text is as variable Y which the total score is 2235, mean is 74.5, variant is 32.2126, and standard deviation is 5.6553 (see appendix 8, p.50)

Then with the Sturges method, the distribution of data can be seen in the table below:

Table 4.3

Frequency Distribution of Writing Ability

No.	Score Interval	F _a	F _r	F.kum
1	65-70	9	30	9
2	71-76	7	23.3	16
3	77-82	13	43.4	29
4	83-88	1	3.3	30
5	89-94	0	0	30
6	95-100	0	0	30
		30	100	

From the table above shown that 15 students (50%) got the score below average, 1 student (3.3%) got the score in average, and 14 students (46.7%) got above average. Then the histogram of frequency distribution can be seen below:

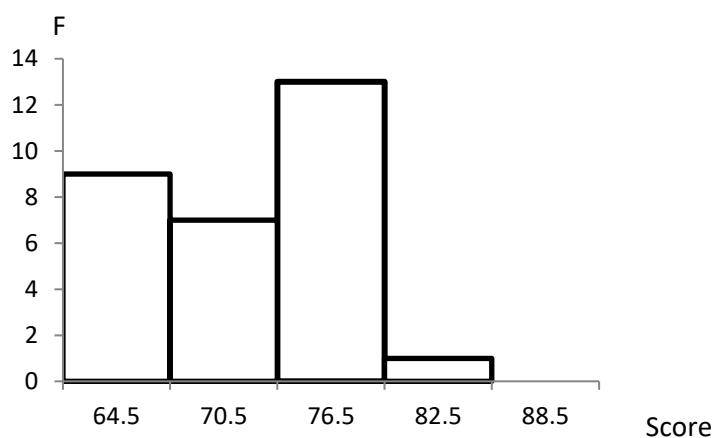


Figure 2

The Result of Writing Ability

B. Analysis Requirement Testing

1. Normality Testing

Normality testing used to determine if a data set is well-modeled by normal distribution and to compare how likely it is for a random variable underlying the data set to be normally distributed.

After getting the calculation of mean, variant and deviation standard, then the next step is to found out the normality of the test. It means that the test was given to the students is observed by Liliefors test. The calculation of normality vocabulary mastery test (see appendix 9, p. 53) and The calculation of normality writing ability test (see appendix 10, p. 55)

Table 4.4

The Result of Normality Testing

Variable	Liliefors Test			Conclusion
	L_o	N	L_t	
X	0.466	30	0.161	Normal
Y	0.171	30	0.161	Normal

From the table above, it can be seen that Liliefors observation or $L_o = 0.466$ with $n = 30$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.161$. It is known that the coefficient of L_o ($0.466 < L_t$)

0.161). So it can be concluded that the data distribution of the student's vocabulary mastery is **normal**.

From the table above, it can be seen that Liliefors observation or $L_o = 0.171$ with $n = 30$ and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.161$. It is known that the coefficient of L_o ($0.171 < L_t$ 0.161). So it can be concluded that the data distribution of the student's writing ability is **normal**.

2. Homogeneity Testing

The coefficient of $F_{obs} = 0.759$ (see appendix 11, p. 58) is compared with F_{table} , where F_{table} is determined at real level $\alpha = 0.05$ and the same numerator $dk = N - 1 = 30 - 1 = 29$ that was exist dk numerator 29, the denominator $dk = n - 1$ ($30 - 1 = 29$). Then F_{table} can be calculated $F(0.05 = 1.679)$. So, $F_{obs} < F_{table}$ or ($0.759 < 1.679$) so it can be concluded that null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected because both of the variables variant is **homogenous**. The result of homogeneity variant testing by using f testing can be seen in the table below:

Table 4.5

The Result of Homogeneity Testing

Variable	Variant	F_{obs}	F_{table}	α	Dk	Conclusion
X	42.4644		1.679	0.05	29	Homogenous

Y	32.2126	0.759	1.679	0.05	29	Homogenous
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C. Hypothesis Testing

After calculating the total scores of the variables of this study, vocabulary mastery (X) and writing descriptive text ability (Y), the results of the data show that the correlation coefficient between the two variables is carried on to investigate the correlation between both of the variables. This is analyzed by using Pearson Product moment. The Pearson Product Moment correlation is symbolized with r_{xy} .

Based on the findings of this study, the calculation of r_{xy} is 0.514 (see appendix 12, p. 59) and the score of df is 28. Then, the score r_{xy} is compared with the degree of significance 5% which shows that with the $df = 28$, the r_t score which is obtained is 0.361. Meanwhile, when the score r_{xy} is compared with the degree of significance 1% it shows that with the $df = 28$, the obtained r_t score is 0.463 (see appendix 13, p.62).

The result of r_{xy} is 0.514 higher than r_{table} 0.361, $N=30$ with significant value 0.05 and 0.463 with significant 0.01 ($r_{xy} > r_{table}$). So the conclusion are: H_0 is rejected, H_a is accepted, and there is significant correlation between vocabulary mastery and Writing ability of the eleventh grade students of MA Laboratorium UIN SU. The result of correlation between vocabulary mastery and writing ability below:

Table 4.6

The Result of the Correlation Between Vocabulary Mastery and Writing Ability

R _{xy}	Df	Degree of Significance		N
		5 %	1 %	
0.514	28	0.361	0.463	30

D. Discussion

The data analysis has generated some findings that are important in providing the answer to the research question proposed in this study, "Is there any correlation between students' vocabulary mastery and writing ability of the eleventh grade students of MA Laboratorium UINSU Medan?". Based on the finding of data analysis above, the coefficient of correlation (r_{xy}) is higher than r table (r_t) score; $0.514 > 0.361$ with the degree of significance 5%. Moreover, the coefficient of correlation (r_{xy}) is higher than r table (r_t) score; $0.514 > 0.463$ with the degree of significance 1%.

Therefore, the score of coefficient correlation of both degree of significance are higher in comparison with the score of r table, it shows that alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. In other words, there is a significant relationship between students' vocabulary mastery and their writing ability.

Besides, the coefficient correlation (r_{xy}) is 0.514. It can be interpreted with Table of r Score Interpretation (see appendix 4, p. 43) which reveals that the r_{xy} score is included in the scale between 0.400—0.600. The scale indicates that

there is a strong correlation between variable X (students' vocabulary mastery) and variable Y (students' writing ability). Based on the computation, it show that the value of $r_{xy} = 0.514$, it is going to be categorized by using coefficient correlation in the indexes of correlation is fair correlation.

This finding is consistant with the finding of previous researcher that found a significant correlation between vocabulary mastery and students' writing skill (Dzur Rif'ah Mahmudah, 2014; Hasan & Subekti, 2017; Yuyun Azizah, 2017). Study research shows that having a large and classy vocabulary helps a writer produce quality text by limiting the cognitive demands during a writing task³⁰. It is able to be considered that good writers may effectively create a composition.

In case, they may use words; therefore, to have the adequate vocabulary knowledge is insisted for them. Vocabulary mastery is important part of foreign language teaching. Teacher must help students to increase their vocabulary, for instance, through writing activity. Thus, it can be considered that between students' vocabulary mastery and their writing ability of eleventh grade students of MA Laboratorium UINSU Medan has a significant correlation.

³⁰ Scott et al, *Teaching English to Children*. (Harlow: Longman, 2004), p.77

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the findings of the data analysis it has been identified that the score of r_{xy} is 0.514 and the score of df is 28. Then, the score r_{xy} is compared with the degree of significance 5% which shows that with the $df = 28$, the r_t score which is obtained is 0.361, therefore, $r_{xy} > r_t$. Meanwhile, when the score r_{xy} is compared with the degree of significance 1% it shows that with the $df = 28$, the obtained r_t score is 0.463, therefore, $r_{xy} > r_t$.

Therefore, the score of coefficient correlation of both degree of significance are higher in comparison with the score of r table, it shows that alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. In other words, there is a significant relationship between students' vocabulary mastery and their writing ability. It means that the more vocabulary they master, the better writing ability they have.

B. Suggestion

Based on the conclusion above there are some important points that should be noted to the students. Students should increase their vocabulary mastery because it will also improve their writing ability. To increase their vocabulary, students are expected to read many English resources in order that they can be familiar with a wide range of words and how the words are used. Moreover, they

also should try to take a note of the new English words they find, and use the words in their daily writings and keep responsibility in their studying.

Therefore, to enhance the students' vocabulary mastery, the writer suggests that the teacher give more practice in vocabulary and writing, create an interesting lesson which is relevant to the students' need especially vocabulary in writing.

The researcher realized that the result of the research is far from perfect, but the researcher expects this research will be useful as a reference to their research. Besides that, this research can be used a references to develop similar study.

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Appendix 1

Vocabulary Test

Name :

Tanggal :

Petunjuk Umum

1. Berilah tanda silang (X) pada huruf (A, B, C, atau D) yang dianggap jawaban paling benar!
2. Bacalah setiap soal secara seksama sebelum Anda menjawabnya.
3. Tes ini tidak memengaruhi nilai UTS dan UAS.

- | | |
|---|--|
| 1. The carpet is ... I want to clean it. | 4. Agnes is a ... she teaches English in our class. Every students love her. |
| a. Shiny | a. Kind teacher |
| b. Dirty | b. Arrogant teacher |
| c. Large | c. Cruel person |
| d. Good | d. Bad woman |
| 2. Sports help us become strong and ... | 5. It is big, clean, and <u>comfortable</u> . The underlined word means ... |
| a. Hearty | a. Beautiful |
| b. Sleepy | b. Enjoyable |
| c. Healthy | c. Uninteresting |
| d. Wealth | d. Unattractive |
| 3. He is <u>diligent</u> boy. The antonym of underline word is .. | 6. Sugar is , but honey is sweeter than sugar. |
| a. Stupid | a. salty |
| b. Lazy | b. small |
| c. Smart | c. sweet |
| d. Clever | d. smooth |

7. I don't like going out...night
- in
 - on
 - at
 - with
8. i'll see you..Friday
- at
 - in
 - or
 - on
9. Columbus made his first voyage from Europe to America.... 1942
- at
 - in
 - on
 - with
10. A room where a person takes a bath is...
- Bathroom
 - School
 - Bedroom
 - Library
11. A place where bread and cakes are made is....
- School
 - Library
 - Bakery
 - Garden
12. Doctors... many deadly diseases.
- have cured
 - cure
 - cured
 - are cure
13. Will you be here.... the weekend?
- in
 - or
 - at
 - or
14. When you have a headache, you go to see a ...
- Police
 - Teacher
 - Doctor
 - Singer
15. The rain... since last morning
- stop
 - hasn't stopped
 - is stop
 - stopped
16. My English...really... since I moved to Australia
- had/imrove
 - has/improved
 - is/improving
 - are/improved
17. ... helps a doctor to examine a patient.
- a tailor

- b. a nurse
- c. a carpenter
- d. a chef

18. The clown is so He makes all kids laugh and happy.

- a. funny
- b. quiet
- c. noisy
- d. disgusting

19. Do you work...the evening?

- a. in
- b. at
- c. on
- d. or

20. Have you ever...him?

- a. been met
- b. met
- c. meet
- d. meeting

21. Mr. And Mrs. Anandra... that house in 1987

- a. has bought
- b. have bought
- c. bought
- d. buy

22. I ...any parties since I lived in this town

- a. attend
- b. attended

- c. has attended
- d. have attended

23. Anna... (not see) the movie "Inception" in the cinema yet.

- a. is not seeing
- b. hasn't seen
- c. didn't see
- d. have seen

24. My birthday party will be celebrated Sunday .. 07.30 p.m.

- a. in – at
- b. on – at
- c. in – on
- d. on – in

25. A ... is someone who buys something.

- a. teller
- b. seller
- c. cashier
- d. buyer

Appendix 2

Key Answer for The Test

No.	Answer
1	B
2	C
3	B
4	A
5	B
6	C
7	C
8	D
9	B
10	A
11	C
12	A
13	C
14	C
15	B
16	B
17	B
18	A
19	A
20	B

21	B
22	D
23	B
24	B
25	D

Appendix 3

Writing Test

Waktu: 30 Menit

Petunjuk Umum

1. Ada 2 topik yang tersedia, Anda bebas memilih satu dari dua topik tersebut.
2. Anda diberikan waktu 30 menit untuk menulis, mengedit, dan merevisi karangan/tulisan Anda.
3. Panjang karangan/tulisan Anda minimal 50 kata.
4. Topik:
 - My pet
 - My friend
5. Ceritakan dan deskripsikan dengan jelas mengenai topik yang Anda pilih.
6. Kriteria penilaian:

No.	Aspek Penilaian	Penjelasan
1	Isi/ content (30%)	relevan dengan topik yang dipilih serta mengembangkan isi karangan dengan baik dan menarik.
2	Organisasi karangan (20%)	disusun secara baik dan kohesif/terpadu.
3	Diksi atau pilihan kata/ Word Choice (20%)	menggunakan kosakata yang tepat dan efektif.
4	Penggunaan bahasa/ Usage (25%)	menggunakan tata bahasa (grammar) dan struktur kalimat dengan baik dan tepat.

5	Ejaan dan Tanda Baca/ Mechanics (5%)	menggunakan ejaan (spelling) dan tanda baca (punctuation) dengan benar, serta karangan ditulis tangan dengan jelas dan dapat terbaca (readable handwriting).

Student's Writing Response

Name :

Day/Date of the Test:

Topic :

This image shows a full page of a handwriting practice worksheet. It consists of numerous horizontal rows, each defined by two parallel dotted lines. The rows are evenly spaced and extend across the entire width of the page, providing a guide for letter height and placement. There is no text or other markings on the page.

Appendix 4**Table of r Score Interpretation**

The r score scale	Interpretation of r correlation
0.800—1.00	High correlation
0.600—0.800	Sufficient correlation
0.400—0.600	Fair correlation
0.200—0.400	Low correlation
0.000—0.200	Very low correlation

Appendix 5

The Score of Vocabulary Test (X)

NO	PARTICIPANTS	X
1.	NA	80
2.	RFR	76
3.	HNF	68
4.	A	76
5.	HC	80
6.	SI	68
7.	AR	76
8.	AK	84
9.	JK	76
10.	BC	72
11.	MHE	76
12.	BV	72
13.	DA	76
14.	RD	92
15.	VA	64

16.	SAS	76
17.	SW	72
18.	NUA	72
19.	FAS	80
20.	MAHL	72
21.	MBM	76
22.	MR	72
23.	RN	88
24.	SDR	76
25.	TA	76
26.	NH	72
27.	RY	92
28.	DY	68
29.	NA	76
30.	SK	72
	TOTAL	2276

Appendix 6

The Score of Writing Test (Y)

NO	PARTICIPANTS	Y
1.	NA	80
2.	RFR	70
3.	HNF	67
4.	A	70
5.	HC	80
6.	SI	65
7.	AR	79
8.	AK	81
9.	JK	72
10.	BC	68
11.	MHE	80
12.	BV	77
13.	DA	72
14.	RD	80
15.	VA	75

16.	SAS	70
17.	SW	83
18.	NUA	80
19.	FAS	77
20.	MAHL	68
21.	MBM	65
22.	MR	80
23.	RN	82
24.	SDR	80
25.	TA	72
26.	NH	72
27.	RY	80
28.	DY	67
29.	NA	72
30.	SK	71
	TOTAL	2235

Appendix 7

Frequency Distribution of Vocabulary Mastery

No.	X_i	F_i	$F_i X_i$	X_i^2	$F_i X_i^2$
1	92	2	184	8464	16928
2	88	1	88	7744	7744
3	84	1	84	7056	7056
4	80	3	240	6400	19200
5	76	11	836	5776	63536
6	72	8	576	5184	41472
7	68	3	204	4624	13872
8	64	1	64	4096	4096
Total		30	2276	49344	173904

Based on the data above, the result of $F_i X_i^2$ 173904 and $F_i X_i$ is 2276.

Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$\bar{X} = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

\bar{X} = Mean of variable x

$\sum F_i X_i$ = Total number of score

ΣF_i = Number of sample

So,

$$\begin{aligned}\bar{X} &= \frac{\Sigma F_i X_i}{\Sigma F_i} \\ &= \frac{2276}{30} \\ &= 75,86667\end{aligned}$$

b. Variant

Where:

S^2 = Variant

N = Number of sample

So,

$$\begin{aligned}S^2 &= \frac{n\Sigma f_i x_i^2 - (\Sigma f_i x_i)^2}{n - (n-1)} \\ &= \frac{30 \times 173904 - (2276)^2}{30(29)} \\ &= \frac{5217120 - 5180176}{870} \\ &= \frac{36944}{870} \\ &= 42.4644\end{aligned}$$

c. Standard Deviation

$$\begin{aligned}S &= \sqrt{S^2} \\ &= \sqrt{42,4644} \\ &= 6,5165\end{aligned}$$

Appendix 8

Frequency Distribution of the Students' Writing Ability

No.	X_i	F_i	$F_i X_i$	X_i^2	$F_i X_i^2$
1	83	1	83	6889	6889
2	82	1	82	6724	6724
3	81	1	81	6561	6561
4	80	8	640	6400	51200
5	79	1	79	6241	6241
6	77	2	154	5929	11858
7	75	1	75	5625	5625
8	72	5	360	5184	25920
9	71	1	71	5041	5041
10	70	3	210	4900	14700
11	68	2	136	4624	9248
12	67	2	134	4489	8978
13	65	2	130	4225	8450
Total		30	2235	72832	167435

Based on the data above, the result of $\sum F_i X_i^2$ 167435 and $\sum F_i X_i$ is 2235.

Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$\bar{X} = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

\bar{X} = Mean of variable x

$\sum F_i X_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

$$\begin{aligned}\bar{X} &= \frac{\sum F_i X_i}{\sum F_i} \\ &= \frac{2235}{30} \\ &= 74,5\end{aligned}$$

b. Variant

Where:

S^2 = Variant

N = Number of sample

So,

$$\begin{aligned}S^2 &= \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n - (n-1)} \\ &= \frac{30 \times 167435 - (2235)^2}{30(29)}\end{aligned}$$

$$= \frac{5023050 - 4995225}{870}$$

$$= \frac{28025}{870}$$

$$= 32.2126$$

c. Standard Deviation

$$S = \sqrt{S^2}$$

$$= \sqrt{32.2126}$$

$$= 5,6553$$

Appendix 9

Normality Testing of Students' Vocabulary Mastery

No.	Score	F	Fkum	Zi	F(Zi)	S(Zi)	f(Zi)-S(Zi)
1	64	1	1	-1.821	0.034	0.500	0.466
2	68	3	4	-1.207	0.114	0.133	0.020
3	72	8	12	-0.593	0.276	0.400	0.124
4	76	11	23	0.020	0.508	0.767	0.259
5	80	3	26	0.634	0.737	0.867	0.130
6	84	1	27	1.248	0.894	0.900	0.006
7	88	1	28	1.862	0.969	0.933	0.035
8	92	2	30	2.476	0.993	1	0.007

a. Finding Z score

Formula:
$$Z_i = \frac{x_i - \bar{x}}{s}$$

$$Z_{i1} = \frac{64 - 75.867}{6.5165} = -1.821$$

$$Z_{i2} = \frac{68 - 75.867}{6.5165} = -1.207$$

$$Z_{i3} = \frac{72 - 75.867}{6.5165} = -0.593$$

$$Z_i 4 = \frac{76 - 75.867}{6.5165} = 0.020$$

$$Z_i 5 = \frac{80 - 75.867}{6.5165} = 0.634$$

$$Z_i 6 = \frac{84 - 75.867}{6.5165} = 1.248$$

$$Z_i 7 = \frac{88 - 75.867}{6.5165} = 1.862$$

$$Z_i 8 = \frac{92 - 75.867}{6.5165} = 2.476$$

b. Finding S(Zi)

Formula: $S(Z_i) = \frac{F_{kum}}{N}$

$$\frac{1}{30} = 0.500$$

$$\frac{4}{30} = 0.133$$

$$\frac{12}{30} = 0.400$$

$$\frac{23}{30} = 0.767$$

$$\frac{26}{30} = 0.867$$

$$\frac{27}{30} = 0.900$$

$$\frac{28}{30} = 0.933$$

$$\frac{30}{30} = 1$$

Appendix 10

Normality Testing of Students' writing ability

No.	Score	F	Fkum	Zi	F(Zi)	S(Zi)	f(Zi)-S(Zi)
1	65	2	2	-1.680	0.046	0.067	0.020
2	67	2	4	-1.326	0.092	0.133	0.041
3	68	2	6	-1.149	0.125	0.200	0.075
4	70	3	9	-0.796	0.213	0.300	0.087
5	71	1	10	-0.619	0.268	0.333	0.065
6	72	5	15	-0.442	0.329	0.500	0.171
7	75	1	16	0.088	0.535	0.533	0.002
8	77	2	18	0.442	0.671	0.600	0.071
9	79	1	19	0.796	0.787	0.633	0.154
10	80	8	27	0.973	0.835	0.900	0.065
11	81	1	28	1.149	0.875	0.933	0.059
12	82	1	29	1.326	0.908	0.967	0.059
13	83	1	30	1.503	0.934	1.000	0.066

a. Finding Z score

Formula: $Z_i = \frac{x_i - \bar{x}}{s}$

$$Z_{i1} = \frac{65-74.5}{5.6553} = -1.680$$

$$Z_{i2} = \frac{67-74.5}{5.6553} = -1.326$$

$$Z_{i3} = \frac{68-74.5}{5.6553} = -1.149$$

$$Z_{i4} = \frac{70-74.5}{5.6553} = -0.796$$

$$Z_{i5} = \frac{71-74.5}{5.6553} = -0.619$$

$$Z_{i6} = \frac{72-74.5}{5.6553} = -0.442$$

$$Z_{i7} = \frac{75-74.5}{5.6553} = 0.088$$

$$Z_{i8} = \frac{77-74.5}{5.6553} = 0.442$$

$$Z_{i9} = \frac{79-74.5}{5.6553} = 0.796$$

$$Z_{i10} = \frac{80-74.5}{5.6553} = 0.973$$

$$Z_{i11} = \frac{81-74.5}{5.6553} = 1.149$$

$$Z_{i12} = \frac{82-74.5}{5.6553} = 1.326$$

$$Z_{i13} = \frac{83-74.5}{5.6553} = 1.503$$

b. Finding S(Zi)

Formula: $S(Z_i) = \frac{F_{kum}}{N}$

$$\frac{2}{30} = 0.067$$

$$\frac{4}{30} = 0.133$$

$$\frac{6}{30} = 0.200$$

$$\frac{9}{30} = 0.300$$

$$\frac{10}{30} = 0.333$$

$$\frac{15}{30} = 0.500$$

$$\frac{16}{30} = 0.533$$

$$\frac{18}{30} = 0.600$$

$$\frac{19}{30} = 0.633$$

$$\frac{27}{30} = 0.900$$

$$\frac{28}{30} = 0.933$$

$$\frac{29}{30} = 0.967$$

$$\frac{30}{30} = 1$$

Appendix 11

Homogeneity Testing

$$F_{\text{obs}} = \frac{S_1^2}{S_2^2}$$

Where: S_1^2 = the biggest variant

S_2^2 = the smallest variant

H_0 : $\sigma_1^2 = \sigma_2^2$ or if $F_{\text{obs}} < F_{\text{table}}$, H_0 is accepted and H_a is rejected

H_a : $\sigma_1^2 \neq \sigma_2^2$ or if $F_{\text{obs}} > F_{\text{table}}$, H_a is accepted, and H_0 is rejected.

Based on the variants of vocabulary mastery and writing ability found that:

$$S_x^2 = 42.4644 \quad N = 30$$

$$S_y^2 = 32.2126 \quad N = 30$$

So:

$$F_{\text{obs}} = \frac{32.2126}{42.4644} = 0.759$$

Appendix 12

The Correlation Between Vocabulary Mastery and Writing Ability of the Eleventh Grade Students of MA Laboratorium UIN SU

No.	NAME	X	Y	XY	X ²	Y ²
1.	NA	80	80	6400	6400	6400
2.	RFR	76	70	5320	5776	4900
3.	HNF	68	67	4556	4624	4489
4.	A	76	70	5320	5776	4900
5.	HC	80	80	6400	6400	6400
6.	SI	68	65	4420	4624	4225
7.	AR	76	79	6004	5776	6241
8.	AK	84	81	6804	7056	6561
9.	JK	76	72	5472	5776	5184
10.	BC	72	68	4896	5184	4624
11.	MHE	76	80	6080	5776	6400
12.	BV	72	77	5544	5184	5929
13.	DA	76	72	5472	5776	5184
14.	RD	92	80	7360	8464	6400

15.	VA	64	75	4800	4096	5625
16.	SAS	76	70	5320	5776	4900
17.	SW	72	83	5976	5184	6889
18.	NUA	72	80	5760	5184	6400
19.	FAS	80	77	6160	6400	5929
20	MAHL	72	68	4896	5184	4624
21.	MBM	76	65	4940	5776	4225
22.	MR	72	80	5760	5184	6400
23.	RN	88	82	7216	7744	6724
24.	SDR	76	80	6080	5776	6400
25.	TA	76	72	5472	5776	5184
26.	NH	72	72	5184	5184	5184
27.	RY	92	80	7360	8464	6400
28.	DY	68	67	4556	4624	4489
29.	NA	76	72	5472	5776	5184
30.	SK	72	71	5112	5184	5041
TOTAL		2276	2235	170112	173904	167435

Based on the table above, the writer get:

$$\Sigma X = 2276$$

$$\Sigma Y = 2235$$

$$\Sigma XY = 170112$$

$$\Sigma X^2 = 173904$$

$$\Sigma Y^2 = 167435$$

$$\begin{aligned} r_{xy} &= \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N \Sigma X^2 - (\Sigma X)^2\} \{N \Sigma Y^2 - (\Sigma Y)^2\}}} \\ &= \frac{30(170112) - (2276)(2235)}{\sqrt{\{30(173904) - (2276)^2\} \{30(167435) - (2235)^2\}}} \\ &= \frac{5103360 - 5086860}{\sqrt{(5217120 - 5180176)(5023050 - 4995225)}} \\ &= \frac{16500}{\sqrt{(36944)(27825)}} \\ &= \frac{16500}{\sqrt{1027966800}} \\ &= \frac{16500}{32061.92134} \\ &= 0,514629171 \\ r_{xy} &= 0,514 \end{aligned}$$

This study is aimed to answer the following hypotheses:

(H0) null hypothesis: there is no any significant correlation between students' vocabulary mastery and their writing ability.

(Ha) alternative hypothesis: there is a significant correlation between students' vocabulary mastery and their writing ability.

And the statistical hypotheses are as follows:

H0: $\rho = 0$ or if $r_{xy} < r_t$, H0 is accepted, and Ha is rejected.

Ha: $\rho \neq 0$ or if $r_{xy} > r_t$, Ha is accepted, and H0 is rejected.

Appendix 13

Table of the Scores of r table of Product Moment

Df (N-2)	0.05	0.01
1	0.997	1.000
2	0.950	0.990
3	0.878	0.959
4	0.811	0.917
5	0.754	0.874
6	0.707	0.834
7	0.666	0.798
8	0.632	0.765
9	0.602	0.735
10	0.576	0.708
11	0.553	0.684
12	0.532	0.661
13	0.514	0.641
14	0.497	0.623
15	0.482	0.606
16	0.468	0.590

17	0.456	0.575
18	0.444	0.561
19	0.433	0.549
20	0.423	0.537
21	0.413	0.526
22	0.404	0.515
23	0.396	0.505
24	0.388	0.496
25	0.381	0.487
26	0.374	0.478
27	0.367	0.470
28	0.361	0.463
29	0.355	0.456
30	0.349	0.449

After the score r_{xy} has been calculated, it is compared with the score of r table (r_t) with degrees of significance 5% and 1% as follows:

$$Df = N - nr$$

$$= 30 - 2$$

Df = 28

Notes:

Df = Degree of freedom

N = Number of cases

nr = Number of research variable

Appendix 14

The Critical Value Liliefors Test Table

$n \backslash \alpha$	0.01	0.05	0.10	0.15	0.20
4	0.417	0.381	0.352	0.319	0.300
5	0.405	0.337	0.315	0.299	0.285
6	0.364	0.319	0.294	0.277	0.265
7	0.348	0.300	0.276	0.258	0.247
8	0.331	0.285	0.261	0.244	0.233
9	0.311	0.271	0.249	0.233	0.223
10	0.294	0.258	0.239	0.224	0.215
11	0.284	0.249	0.230	0.217	0.206
12	0.275	0.242	0.223	0.212	0.199
13	0.268	0.234	0.214	0.202	0.190
14	0.261	0.227	0.207	0.194	0.183
15	0.257	0.220	0.201	0.187	0.177
16	0.250	0.213	0.195	0.182	0.173
17	0.245	0.206	0.189	0.177	0.169
18	0.239	0.200	0.184	0.173	0.166
19	0.235	0.195	0.179	0.169	0.163
20	0.231	0.190	0.174	0.166	0.160
25	0.203	0.180	0.165	0.153	0.149
30	0.187	0.161	0.144	0.136	0.131
OVER 30	1.031	0.886	0.805	0.768	0.736
	\sqrt{n}	\sqrt{n}	\sqrt{n}	\sqrt{n}	\sqrt{n}

Source: <http://www.real-statistics.com/statistics-tables/lilliefors-test-table/>

Appendix 15

Documentation



Student doing the vocabulary mastery test



Students doing the Writing Ability Test